DOCUMENT RESUME

ED 254 605 UD 024 131

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TITLE	Business & Education: Partners for the Future. A Resource Publication for: Business/Chambers of Commerce/Education and Community Leaders.
INSTITUTION	Chamber of Commerce of the United States, Washington, DC. National Chamber Foundation.
PUB DATE	Jan 85
NOTE	59p.
AVAILABLE FROM	Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington, DC 20062 (single copy, $15.00; 2-9 copies, $12.00 each; 10-100 copies, $9.00 each; more than 100 copies, $7.00 each).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - General (140)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Business Responsibility; Educational Finance; *Educational Improvement; Educational Needs; Educational Trends; Elementary Secondary Education; Futures (of Society); Information Sources; *Private Financial Support; Program Development; *School Business Relationship; School Districts; State Programs; Student Needs
IDENTIFIERS	Excellence in Education; *Public Private Relationship

ABSTRACT

Written on the premises that long-term economic growth is tied directly to the performance of public education and that the U.S. educational system is in crisis, this book encourages increased business involvement in a community-wide response to improve education at all levels. Chapter I offers an overview of contemporary educational problems in terms of enrollment, expenditures and financing; State and local roles in education; general causes for concern; why business involvement is needed; the new realities; meeting the needs of students and employees; teenage and adult illiteracy; and future trends in American education. Chapter II summarizes the findings of some of the major national reports on education: A Nation at Risk; Action for Excellence; Academic Preparation for College; Making the Grade; A Study of High Schools; America's Competitive Challenge; High School: A Report on Secondary Education in America; and A Place Called School. The third chapter summarizes several ways in which the business community is working with education groups to improve the local systems. Examples of statewide activities are given, local activities such as job assistance and volunteer classroom instruction are noted, public-private partnerships for strengthening education are described, and a representative sample of Chamber of Commerce activities is listed. The final chapter, Chapter IV, suggests additional actions business leaders and their organizations may take to enhance their communities' educational achievements. The appendices include a list of contacts at the national level who can provide assistance, and list pertinent national statistics. (RDN)

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FOREWORD

The performance of the American education system has been of increasing concern to parents, professional educators, government officials, the media and business leaders. Beginning in 1981, a series of national commissions and task forces analyzed our educational system, and *their overall conclusion is that the system is in crisis.*

To meet this crisis, the reports recommended actions ranging from strengthening high school graduation requirements to increased parental involvement. Several of the reports called for a new and expanded role for the business community.

The purpose of this book is to encourage increased business involvement in a community-wide response to improve education—at all levels.

In the following chapters, the health of education in the country is summarized in terms of how well elementary and secondary schools have been meeting their goals of educating this nation's young people. Also, several ways the business community is working with state and local education groups to improve the local systems are summarized. This booklet suggests additional actions business leaders and their organizations may take to enhance educational achievement in their community.

The appendices include a list of contacts at the national level who can provide assistance or information and list pertinent national statistics to help the reader determine where his or her community fits in the national picture.

The business community has long been an active participant in education at all levels. Leaders of industry and commerce have recognized the relationship between a sound national education system, the development of a strong domestic economy and the nation's ability to compete in international markets. The Chamber hopes this book will assist all those working to form or continue

public/private partnerships for educational improvement. We urge business leaders and their organizations to become involved because *long-term economic growth is tied directly to the performance of public education.*

This book was prepared by Robert L. Martin, Associate Manager, Community Development Section, Resources Policy Department of the Chamber of Commerce of the United States.

Richard L. Lesher
President
Chamber of Commerce of
the United States

ACKNOWLEDGEMENTS

The Chamber gratefully acknowledges the contributions of the members of its Education, Employment and Training Committee to the preparation of this book. A special debt of gratitude is owed to Committee Chairman Jim Campbell, MISSCO Corporation, and the members of the Committee's Business-Education Working Group, without whose help the completion of this book would not have been possible. The 1983-84 Working Group members were: Edward R. Batten, AT&T Information Services; Stephen B. Friedheim, Executive Secretarial School of Dallas; Edward M. Harris, Jr., Pitney Bowes, Inc.; George R. Hartshorn, Ford Motor Company; Bill Mitchell, Office of Chamber of Commerce Relations, Chamber of Commerce of the United States; Bob W. Pittman, Mississippi Economic Council; Ann Wiesenecki, Kaiser Aluminum and Chemical Company; and Andrea Worrel, Indianapolis Chamber of Commerce. Finally, we wish to acknowledge the valuable contributions of Dr. Tom Saterfiel, Mississippi State University.

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CHAPTER I:
OVERVIEW OF TODAY'S PROBLEMS: THE NEW REALITIES

- *Enrollment, Expenditures, and Financing*
- *State and Local Interest*
- *Causes for Concern*
- *Why Business Involvement is Needed*
- *The New Realities*
- *Meeting the Needs of Students and Employees*
- *A National Tragedy—Teenage and Adult Illiteracy*
- *Future Trends in American Education*

Education has always occupied a special place in our society. Obtaining a quality education has enabled millions of Americans to realize the fulfillment of this country's expectations for personal growth, upward mobility, and prosperity. In fact, much of this country's present leadership in commerce and industry can be traced to our historically strong support for public and private education. This leadership is being threatened, however, by what many Americans are referring to as a "crisis in education."

The business community must not be frightened away from its responsibilities and interests in education by the imposing nature of the many national and state commissions examining educational quality. Further, although some of these commissions have characterized the situation as a "crisis," business people know that crisis management is not effective. Cooler and calmer heads are needed to manage and solve the problems of American education.

Characterizing the present situation as a crisis properly calls attention to a situation that needs correcting. This booklet is intended to assist in that effort.

Enrollment, Expenditures, and Financing

To help put the size and scope of the our education system in context, a few statistics are in order.

Almost 61 million people, or approximately one in four Americans, are directly involved in the delivery of educational services. U.S. Department of Education statistics show more than 57 million students enrolled in public and private schools and colleges. To teach these students there are 3.3 million classroom teachers and approximately 300,000 superintendents, principals, supervisors, and other instructional staff.[1]

Total expenditures for the 1982-83 school year for public and private education (elementary, secondary, and higher) are projected to exceed $215 billion. Of this amount, $172 billion will have been spent for public education. Public elementary and secondary programs will have received approximately $133 billion,

[1] *Digest of Education Statistics, 1982*, The National Center for Education Statistics, Washington, D.C., p.1.

with the balance allocated to higher education institutions.

The financing of public education combines federal funds, state allocations, and local property taxes. Although the federal government makes the smallest financial contribution, its role is the focus of much attention and debate because federal rules and regulations affect every school system in the nation.

The federal government through the use of the "carrot" of federal grants and the "stick" of federal regulation, distributes some $15.5 billion annually. Furthermore, the use of federal funds has allowed the educational bureaucracy to play a growing role in establishing and prioritizing state and local policies and programs. (See Appendix E for a list of federal education programs.)

The federal government is also responsible for several functions of national consequence, such as: protecting the constitutional and civil rights of students and school personnel; collecting data and information on education; supporting curriculum improvement and research; and supporting teacher training in areas of key national concern.

In addition to the nation's public school systems, in 1982 there were 21,000 private schools with a total enrollment of five million and employing more than 280,000 teachers. It is estimated that more than 10 percent of school-aged children attend private schools.[2]

State and Local Interest

Traditionally, public education is managed locally within the context of general state supervision over such items as minimum attendance, teacher certification and core curriculum standards. This relationship has been changing in recent years, however, as states assume more financial responsibility for education.

Historically, local jurisdictions provided a majority of public school funds through the assessment and collection of property taxes. But since 1973, state governments have assumed an increasing role in public education. According to a recent report by the National Education Association:[3]

[2] *Digest of Education Statistics, 1982*, The National Center for Education Statistics, Washington, D.C., p.1.

[3] "*Estimates of School Statistics: 1983-83*," National Education Association, Washington, D.C., April 1984.

For the sixth year in a row, the major source of revenue for public elementary and secondary schools is the state government. The states are providing 49 percent of school revenue in 1983-84. . . . The local government share of public school funding has been declining since 1973-74 from (49%) and is expected to decrease slightly from 44.8% in 1982-83 to 44.5% in 1983-84.

This statement reflects the growing concern with education at the state level and the need to distribute resources more evenly across school district lines.

In the future, the expected trend is toward increased general assistance by state governments, a decreased federal role, and level funding from local jurisdictions.

One final facet of education spending must be recognized. The business community spent an additional $30 billion in 1983 to provide remedial education, training, and retraining for employees to supplement the $215 billion already spent by the traditional system.

Causes for Concern

Not too many years ago it was argued that the schools would improve if school budgets were increased, more teachers hired, and class size reduced. Now, after ten years of increased spending, this conventional wisdom has been questioned.

National spending on education has more than doubled in the last ten years. The commitment of the nation's resources to education has never been greater. For example, per student expenditures are up from $816 in 1970 to approximately $2,200 in 1982. From 1970 to 1982, total expenditures have gone from $70.4 billion to $199.8 billion. Average class size has been reduced from 22.3 students per teacher in 1972 to 18.9 in 1982. Yet, education results, as measured by student performance, are declining. Critics of public education point to the 6 percent drop (50 points out of 800) on the verbal portion and 5 percent on the math portion of the College Board Scholastic Aptitude Test. (See Appendix B for

state by state comparative figures.) The national high-school drop-out rate is now more than 850,000 per year and teenage and adult illiteracy are increasing.

In response, proponents of increased expenditures for public education point out that with federal money has come more federal government involvement and recognition of "special needs" groups, which include a growing number of non-English speaking students, as reasons for the reductions in achievement. They also note that the United States is the only country that attempts to provide a general education (kindergarten to 12th grade) to as large a group (57 million) in as many independent locations (more than 16,000 local school districts). Further, the American education system has attempted to educate all citizens, regardless of ability or background.

Why Business Involvement is Needed

As parents and employers, business leaders have a need and a duty to enter the dialogue on education reform—not to point fingers but to help ensure that the resources made available to our school systems result in educated students.

The business community is directly affected by the lower levels of performance of the American education system. The current information-technology boom, coupled with immense domestic and international competition, pose increasing demands for skilled workers. The use of new production methods that allow more goods to be produced by fewer workers will limit employment for unskilled and/or semi-skilled workers. Further, the U.S. Department of Labor predicts that skilled workers are less likely to be displaced by changes in technology.

The business community has come to realize that increased involvement in education, at all levels, is essential to long-term economic growth. Business-education cooperation must be strengthened if the nation is to address properly the training and retraining of future and existing workers, help students develop effective "school-to-work" and "school-to-college" skills, and meet the needs of increased minority and other special populations.

The New Realities

Business and education leaders are facing new challenges and realities. As a nation, the United States is encountering increasing international competition, shortages of skilled workers, and increasing teen and adult illiteracy rates. Rapid rates of industrial change caused by automation, robotics, and widespread use of computers are dramatically altering the composition of the American work force and the needs of American businesses. This reindustrialization is shifting employment opportunities, increasing the need for better prepared workers, and demanding that educational institutions be more responsive to national and international economic trends. As stated in a recent report issued by the Business-Higher Education Forum:[4]

> *A nation's ability to compete depends on the vitality of three primary, interactive and interdependent elements: productive capital investment; technology innovation; and development of human resources . . . Despite the fact that the United States has the world's largest capital base, the world's most advanced technology, and a highly educated and skilled work force, there is disturbing evidence that these strengths . . . America's public and private institutions—government, business, labor and education—have become barriers to the flexible response which is the key to future prosperity . . . Education has given insufficient attention to developing the basic skills-math and science—that will be needed by workers in an age governed by high technology.*

On the local level, modern production and manufacturing techniques are requiring the services of a new kind of "non-traditional" worker. No longer can a new employee expect to perform a single rudimentary function for an entire career. Rather, current and future employees will be called upon to continually update and retool job skills through training, retraining and education. The

[4] *America's Competitive Challenge: The Need For A National Response.* The Report in Brief, Business-Higher Education Forum, Washington, D.C., April 1983.

key to future job and career growth will be personal flexibility. This was stated succinctly by the National Commission on Excellence in Education:[5]

The people of the United States need to know that individuals in our society who do not possess the levels of skills, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life.

Throughout the country, employment opportunities for Americans are shifting from manufacturing and industrial jobs to service and high technology jobs. The federal government estimates that by 1990, from 17 million to 19 million new jobs will be created. Of this total, white collar jobs will account for 13 million openings—of those. professional/technical job opportunities will account for more than 3.5 million new white collar jobs. As a result, the question facing the nation is not whether there will be adequate job opportunities for Americans wanting work, but rather, how can business leaders assist students and employees prepare for the careers that are likely to be available.

Meeting The Needs Of Students And Employees

According to the U.S. Department of Education, there were almost three million high school graduates in 1982. About three-fourths of all young people finish high school, and slightly less than half of these enter a degree program in a college or university. Today, about 23 percent of people in their late teens can be expected to earn a bachelor's degree, 7 percent a master's degree, and approximately 1 percent a doctorate. Although a significant percentage of high school graduates pursue some form of higher education, the majority (54 percent) begin looking for employment immediately after high school.

The 12 years of basic education should adequately prepare young

5 *A Nation At Risk*, The National Commission on Excellence in Education, Washington, D.C., April, 1983, p. 7.

people to enter the adult world of employment. They must possess marketable skills and be prepared to adopt a work ethic.

The current era, with its emphasis on computer literacy and information management, places increasing emphasis on new kinds of academic skills. A number of the national reports on education have outlined the academic skills needed by all students to obtain employment and career advancement. Generally, all of the studies agree that elementary and secondary education must become more rigorous and that stronger academic standards should be imposed on students. Six of these studies support establishing a basic "core academic curriculum" that would include: four years of English, three years of mathematics, three years of science, three years of social science, and year of computer science. The Business-Higher Education Forum goes further, stating a critical need for students to have advanced training in mathematics and science.

Federal, state, and local government vocational education and job training programs have begun to respond to the changing needs of employees and employers. With increasing demands for employee training, retraining, and education, however, we must continue to give active consideration to the following:

- providing additional tax incentives for modernizing equipment used for training;
- fostering in-service training experiences for vocational educators;
- reviewing proposals that would create lifelong individual training accounts (ITAs); and
- examining the issues surrounding displaced-dislocated workers.

Vocational education and job training, like general education, must be viewed as a continual, lifelong process. Employees will be called upon to undertake personal retraining, updating, and education, as practiced by many professions in an attempt to keep abreast of current practices, methods and systems.

Business leaders know that more intense competition must lead

to a quickening of the pace of technological and economic change. This will require more adaptable and flexible employees who are willing to pursue more education.

A National Tragedy—Teenage and Adult Illiteracy

One of the most serious problems facing American education is how to address the problem of teen and adult illiteracy. Currently, the federal government estimates that 23 million Americans, or roughly one out of every nine adults, are functionally illiterate. According to the National Adult-Literacy Project at the U.S. Department of Education, adult functional illiteracy is a major "hidden" problem in the United States.

The economic and social costs of illiteracy are obvious. It is estimated that 40 percent of adults with yearly incomes under $5,000 are functionally illiterate, which relates to annual welfare programs and unemployment compensation costing $6 billion. Functional illiterates constitute 60 percent of the prison population and 85 percent of all juvenile offenders.

Contributing to the problems of teen and adult illiteracy is the high high school dropout rate. It is estimated that each year 850,000 American teenagers drop out of high school. Nationally, this means that approximately 25 percent of all students entering public and private elementary schools will not graduate. *This is a significant loss of a vital resource—America's youths.*

Future Trends in American Education

The primary focus of the current educational reform movement is directed toward meeting the needs of today's students and workers. But America's business leaders also need to be concerned about the composition and educational needs of the future labor force. As stated in *Megatrends*:[6]

> *The most formidable challenge will be to train people to work in the information society. Jobs will become available but who will possess the high tech skills to fill them? Not today's graduates who cannot manage simple arithmetic or write basic English. And certainly not the unskilled, unemployed dropouts who cannot even find work in the old sunset industries.*

[6] John Naisbitt, *Megatrends*, Warner Books, New York, New York, 1984, p. 280.

At the present time, 25 percent of our national public school population is of minority origin. Public school enrollment figures for the 1982-83 school year show significant minority populations in New Mexico (57 percent), Texas (46 percent), California (43 percent), Florida (32 percent), and Arizona (33 percent), to name a few. The growth of these groups in the United States has a significant effect on American education. This immense influx of non-English speaking students increases the demands for bilingual courses and instructors. This must be combined with the other "new realities" of American education.

- *"Gray Power"*—The American population is getting older. People aged 65 and over will soon account for 33 percent of the entire U.S. population. In 1983, there were more people older than 65 than there were teenagers. From 1940 to 1990, the ratio of employed citizens to retired citizens will go from 10-to-1 to a projected ratio of 2-to-1. In addition, the re-education and retraining of mid-career and older workers will have to be addressed if a full and comprehensive learning program is to be provided.
- *Frostbelt vs. Sunbelt*—The migration of Americans from traditional Northeast-Midwest industrial communities to Southeast-Southwest areas is directly affecting public education. Older metropolitan school districts are facing declining enrollments, shifts in demographic qualities, and financing problems.
- *Male vs. Female*—Two-thirds of all new employees are women. In 1978, for the first time, more women than men enrolled in college. Further, women are receiving an ever-growing portion of advanced degrees; the share of doctoral degrees awarded to women in the last decade has more than doubled, from 13 percent in 1970 to 30 percent in 1980.
- *Private vs. Public Schools*—As a result of court-ordered school redistricting, parental choice, and the growth of church-affiliated schools, approximately 10 percent of all American school-

age children now attend private schools. There is currently a national debate concerning tuition tax credits, educational vouchers, and a general restructuring of public education which could change the traditional financing of public education through local property taxes. The coexistence of public and private educational systems, designed to meet the varying needs of the American public, will spark much debate in the future.

To meet the challenges of the present and the future, the business community must broaden and enhance its involvement in educational issues.

CHAPTER II:
NATIONAL REPORTS ON EDUCATION: WHAT DO THEY SAY?

- *A Nation at Risk: The Imperative for Educational Reform*
- *Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools*
- *Academic Preparation for College: What Students Need to Know and Be Able to Do*
- *Making the Grade*
- *A Study of High Schools*
- *America's Competitive Challenge: The Need for a National Response*
- *High School: A Report on Secondary Education in America*
- *A Place Called School: Prospects for the Future*

In the past 18 months, numerous national commissions and task forces have proposed recommendations to improve the American education system. Although each report did contain some "task force-specific" proposals, a common set of recommendations did emerge from each of these reports. *First*, that we must provide all high school students (vocational, general, and college bound) with basic skills in reading, writing, and computing. *Second*, that we must begin to attract more college graduates into the teaching field. *Third*, we must begin to better compensate and reward existing teachers. *Finally*, that sustained support for educational reform will require the development of new public-private partnerships. The following information summarizes the recommendations of eight prominent national commissions and task forces: The National Commission on Excellence in Education; the Task Force on Education for Economic Growth; the Education Equality Project; the Task Force on Federal Elementary and Secondary Education Policy; the National Association of Secondary School Principals/Commission on Educational Issues; the Business-Higher Education Forum; the Carnegie Foundation for the Advancement of Teaching; and Dr. John I. Goodlad.

1. *A Nation At Risk: The Imperative for Educational Reform,* National Commission on Excellence in Education

Focus

The Commission was concerned that the country's preeminence in commerce, industry, science and technological innovation is being weakened by a rising tide of educational mediocrity. In order to remain competitive, the country must dedicate itself to reforming its educational system. After 18 months of public forums, scholarly papers, and analysis, the Commission presented the following recommendations.

Recommendations

- Strengthen state and local high school graduation requirements.
- Adopt more rigorous and measurable standards for academic

performance and study conduct.
- Devote more time to the new basics (English, mathematics, science, social studies and computer science).
- Improve the preparation of teachers, which would include more rewards and respect.
- Hold leadership (elected and education) responsible for providing fiscal support and the stability needed for fundamental reforms in the nation's education system.

Policy Impact

The Commission report places the primary responsibility for financing and governing schools at the state and local government levels. Furthermore, any reform activities should be incorporated into existing state and local educational policies and fiscal planning. The federal government would continue its role of general oversight and targeted assistance to "special needs" students.

For more information, Contact:
National Commission on Excellence in Education
U.S. Department of Education
1200 19th Street, N.W.
Washington, D.C. 20208

2. *Action for Excellence: A Comprehenive Plan to Improve Our Nation's Schools,* Task Force on Education for Economic Growth

Focus

The Task Force believes that education is fundamental to the economic well-being of individual states and to the nation as a whole. In addition, the new age of advancing technology and global competition requires radical change of "basic skills" and the forging of new alliances composed of educators, businesses, labor leaders, legislators, and parents. The Task Force is currently in the second year of this project and is attempting to implement the following recommendations.

Recommendations

- Develop and implement state plans for improving education in public schools from kindergarten through grade 12.
- Create broader and more effective partnerships for im-

proving education.

- Marshal the resources that are essential for improving the public schools.
- Express a new and higher regard for teachers by the general public.
- Make the academic experience more intense and productive.
- Provide quality assurance in education.
- Improve leadership and management in the schools.
- Serve better those students who are now unserved or underserved.

Policy Impact

The Task Force believes that state and local jurisdictions have the chief responsibility for making educational policy and for supporting schools. However, education is a national interest as well as a state responsibility. As a result, federal support must be given to immediate national priorities. Task Force recommendations would require a reordering of fiscal priorities at the federal, state, and local government levels and possibly increased taxes.

For more information, contact.
Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80295

3. *Academic Preparation for College: What Students Need to Know and Be Able to Do,* Education Equality Project.

The Educational Equality Project represents a 10-year research program to strengthen the academic quality of secondary education and to ensure equality of opportunity for post-secondary education for all students. This program is responding to the significant numbers of college entrants who have lacked the knowledge and skills needed to succeed in college.

Recommendations

- High school students, parents, secondary school educators, college and university officials, and policymakers should

use the recommendations for understanding and supporting adequate preparation for college.

- Schools must focus on learning "outcomes" — the skills and knowledge most likely to allow a student to succeed in college. High school students planning on college should achieve these "outcomes" during high school.
- The basic academic competencies necessary to achieve and for student success are reading, writing, speaking and listening, mathematics, reasoning, and study skills. These competencies are the broad intellectual skills essential to effective work in all fields of college study.
- Students should have a basic knowledge of the capabilities of a computer and the ability to use the computer.
- The basic academic subjects provide detailed knowledge and skills necessary for effective work in college. These subjects include English, science, mathematics, social science, foreign languages, and the arts.

Policy Impact

The Educational Equality Project will be focusing its resources on building alliances between education and the employer community—those concerned with how well high school students are educated.

For more information, contact:
Office of Academic Affairs
The College Board
888 Seventh Avenue
New York, New York 10106

4. *Making the Grade,* Task Force on Federal Elementary and Secondary Education Policy.

Focus

By almost every measure—commitment and compentency of teachers, student test scores, truancy, and dropout rates—the performance of our schools falls far short of expectations. Schools across the country must provide minimum core components to all students. These components must include the basic skills of read-

ing, writing, and calculating; technical capability in computers; training in science and foreign language; and knowledge of civics. After an 18-month study, the Task Force recommended the following.

Recommendations

- The executive and legislative branches of the federal government should emphasize the need for better schools and a better education for all young Americans.
- A Master Teacher program should be established, funded by the federal government, to recognize and reward teaching excellence.
- The federal government clearly should state that the most important objective of elementary and secondary education in the United States is the development of literacy in the English language. Also, federal funds now going to bilingual programs should be used to teach non-English speaking children how to speak, read, and write English.
- Every American public school student should have the opportunity to acquire proficiency in a second language.
- The federal government must emphasize programs to develop basic scientific literacy among all citizens and to provide advanced training in science and mathematics for secondary school students.
- Continuing federal efforts should be provided to special educational programs for the poor and for the handicapped. Categorical programs required by the federal government should be paid from the federal treasury. Impact aid should be reformulated to focus on school districts that are overburdened by substantial numbers of immigrant children.
- Federal support should be provided for a number of specific activities, collection of factual information, collection of information about the educational performance of students, teachers, and schools across the nation; and fundamental research into the learning process.
- Special federal fellowships for students who repeatedly fail

should be awarded to school districts to create small, individualized programs run as small-scale academies.

Policy Impact

The Task Force believes that state and local governments should continue to bear the major responsibility for the provision of educational services. However, the task force also calls upon a significant reallocation of existing resources at the federal level in response to what it feels is a national crisis. As the report states, "[T]he Task Force is aware that some of its proposals are costly. But we should be able to afford the price of a commitment to educational excellence."

For more information, contact:
The Twentieth Century Fund
41 East 70th Street
New York, New York 10021

5. *A Study of High Schools*, sponsored by the National Association of Secondary School Principals.

Focus

The study group believes that Americans underrate teaching. It also believes Americans underrate teachers and that the schools are overburdened by hierarchical, complex, central bureaucracies. As a result, this situtation limits the effectiveness of teachers in every school.

Recommendations

Secondary education must be reshaped into "Essential Schools," with the following elements:

- The ultimate ends of schooling will be established by central authorities, but the detailed design for teaching and learning must be firmly in the hands of teachers and principals.
- Strong incentives must be established to encourage students to learn and teachers to teach, and these will vary school by school.
- Emphasis must be on quality of thought, with the traditional subject disciplines clustered in a few areas.

- Students will assume considerable responsibility for their own education as well as for some routine clerical and custodial jobs to keep the school operating.
- Diplomas will be awarded only upon the mastery of defined skills and knowledge.
- Ethical values, such as fairness and tolerance, will be a conscious part of the school.
- Per-pupil expenditure will not exceed that of conventional schools.

Policy Impact The study places the primary responsibility for education at the local government level, but also assumes adequate state financial support. This response does not spell out an increased federal role or financial support.

For more information, contact:
A Study of High Schools
18 Tremont Street
Boston, Massachusetts 02108

6. *America's Competitive Challenge: The Need for a National Response*, sponsored by the Business-Higher Education Forum.

Focus The central objective of the United States for the remainder of the decade must be to improve the ability of American industry and American workers to compete in markets at home and abroad. Competitive vitality chiefly depends on precisely the three elements which historically have been America's most powerful economic tools—productive capital investment, pace-setting technological innovation, and a skilled work force. America must begin to restore its strength in all three of these areas in order to improve its competitive position in the world economy.

Recommendations The nation must develop a consensus that industrial competitiveness is crucial to social and economic well-being. This requires a shift in public attitudes about national priorities, as well as changes

in public perception of the nature of economic malaise.

Policy Impact

The Business-Higher Education Forum calls for a significant leadership role for the federal government, which would undoubtedly mean a reallocation of existing resources or new taxes.

For more information, contact:
Business-Higher Education Forum
Suite 800
1 DuPont Circle, N.W.
Washington, D.C. 20036

7. *High School: A Report on Secondary Education in America,* The Carnegie Foundation for the Advancement of Teaching.

Focus

The report provides a historical perspective on the evolution of secondary education in the United States. Further, it analyzes how well schools are doing in educating students to their fullest potential. After spending 2,000 hours in 15 public high schools, the authors made the following recommendations.

Recommendations

- Every high school must have a clear and vital mission.
- All students must become skilled in the written and oral use of English.
- Education must establish and maintain a "core curriculum" that must extend beyond the specialities (i.e., computer programming) to focus on more transcendent issues (i.e., literature, history, non-Western studies).
- Schools must assist students to make the transition from "school to work" and/or "school to further education."
- Working conditions for teachers must be improved.
- Instructional techniques must be reviewed periodically and updated.
- Educators must establish a policy for utilizing the new technology.
- The education system must be more flexible and innovative in order to accommodate the needs of gifted and talented

students, dropouts, and "special needs" students (i.e., illiterates).

- The principal must be viewed as the top authority and key educator in the school.
- School-college and business-education relationships must be strengthened and expanded.
- The public must be committed to school improvement.

For more information, contact:
Harper and Row Publishers, Inc.
10 East 53rd Street
New York, New York 10022

8. *A Place Called School: Prospects for the Future,* John I. Goodlad.

Focus

The study proceeds from the assumption that "significant educational improvement of schooling, not mere tinkering, requires that we focus on entire schools, not just teachers or principals or curricula or organization or school-community relations, but all of these and more." The Study of Schooling, which served as a basis for this report, extended over eight years, involved 38 schools, 8,624 parents, 1,350 teachers, and 17,163 students. Final recommendations outlined four societal conditions that require immediate attention.

Conditions

- The youth culture is powerfully preoccupied with itself and made up of individuals not as influenced by home, church, and school.
- The system of schooling has responded sluggishly to the swift advances of technology vital to all aspects of lifes.
- Vocational education is becoming obsolete. The best preparation for employment is general education. Further, the specialties required for jobs are best taught by employers.
- The country is not creating an overeducated citizenry or society. It is becoming increasingly difficult to cope with the complexities of society, let alone be successful in it,

without a high degree of awareness, insight, and problem-solving ability. It is difficult to envision a society of over-educated parents, voters, and workers.

For more information, contact:
McGraw Hill Book Company
Customer Service
Princeton Road
Knightstown, New Jersey 08520

CHAPTER III:
BUSINESS GROUPS MEETING THE CHALLENGE

- *Statewide Activities*
- *Local Activities-Job Assistance*
- *Local Activities-Classroom Instruction*
- *Public-Private Partnerships*
- *Further Examples of Chamber Involvement*

Historically, the business community has taken an active role in education issues at the federal, state and local levels. Recognizing the importance of education to the development of domestic and international markets, th U.S. Chamber of Commerce has had ar. education policy committee for over 35 years, and some 20 years ago published *Education: An Investment in People.* Although designed to show the connection between education and consumer spending, this report is now considered by many education associations to be the foundation for business-education cooperative efforts.

As the nation emerged from World War II, attention was focused on higher education, especially science and engineering, based on the momentum of the technological success of the war. This attention was short-lived, but was again renewed after the launching of Sputnik in 1957. What followed in the 1960s are what many believe may have been the halcyon days of science and engineering for the United States. This country began to accumulate an impressive number of Nobel Prizes and an enviable record of technological and health achievements.

Perhaps all of this led to complacency, or at least to a national apathy toward educational quality, as efforts were diverted to social needs of school systems during the 1970s. At least this explanation is an easy way of accounting for the slip in educational quality at the elementary, secondary and perhaps even some college level programs.

During the past two years, the private sector has responded with vigor to the concern for improving all levels of education. There is great interest from business groups across the country to expand these activities and assist these efforts. The following is a summary of some programs initiated and conducted by business groups. These examples are not intended to be inclusive of all programs at all education levels. Rather, they are intended to whet the appetite of readers so that they may formulate their own programs.

The examples do not touch on the long-standing and sometimes special relationships business has had with institutions of higher education.

Mississippi Economic Council

The Council supported the Mississippi Educational Reform Act of 1982. This legislation instituted a new statewide student testing program at grades 4, 6, 8, and 11; mandated kindergarten; established academic enrichment programs for high school students; increased teacher salaries across-the-board; initiated studies on teacher utilization; established loan programs to retrain teachers in the critical shortage areas of mathematics and science; and instituted a program of school accountability (instructional and management). The entire program is to be financed by an $80 million increase in state corporate taxes.

Minnesota Business Partnership Inc.

Representing more than 40 corporations located in the State of Minnesota (primarily the Minneapolis-St. Paul area), the Minnesota Business Partnership has conducted an assessment of the preparation of high school students for college and work. The Education Quality Task Force reviewed student performance and school effectiveness in kindergarten through grade 12 and identified problems and needs in the areas of curriculum and instruction, personnel, governance, school management, and community involvement. The Task Force is reviewing the cost feasibility of all options and a final set of recommendations is expected in late 1984.

California Business Roundtable

Due to the rapidly declining standardized test scores of California high school students, especially in math and science, many employers were unable to find or hire a sufficient number of adequately educated and trained entry-level employees. California's increasingly technical businesses were facing a shortage of skilled workers, so business and education leaders developed a statewide plan to address the shortage of quality teachers, remedy the severe financial crisis facing most local school districts, and re-establish strong community support for public schools. In addition to advocating strengthening the academic skills of high school students,

the business leaders placed increased emphasis on student development of basic job-search skills, such as how to interview for a job, how to fill out an employment application, how to develop a resume, and good work habits. The California state legislature passed additional education appropriations amounting to $900 million annually to fund these improvements. This case is an example of business-education cooperation that meets an expressed need of business, provides students with job-related skills, and solves a serious statewide school financing problem.

Louisiana Association of Business and Industry

Educational quality has become a major priority of the Louisiana Association of Business and Industry. This organization issued two key reports in 1983: *Preparing for the '90s: Thrust for Quality in Public Schools*, and *Preparing for the '90s: Thrust for Quality in Higher Education*. The first calls for reforms that include raising minimum high school graduation requirements, maintaining high standards for teacher certification upgrading, teacher rewards through merit pay and 12-month contracts, and recruiting principals to be instructional and management leaders. The second report calls for establishing a state endowment for higher education scholarships, upgrading of universities, and the recruiting of superior students.

The Massachusetts Business Roundtable

Firmly believing that the quality of education is critical to the state's economic future, the Massachusetts Business Roundtable created the Quality of Education Task Force. This special group held meetings with business leaders throughout the state, developed a legislative agenda, and prepared a report entitled, *The Massachusetts Agenda 1983: A Competitive Assessment of Our Economy*.

Local Activities—Job Assistance

Montgomery County, Maryland, Public Schools

Focusing primarily on vocational education programs, the school system, in conjunction with students and local business leaders, provided on-the-job experiences for high school students inter-

ested in careers in building trades, auto repair, and small business management. These programs were so successful that students built and sold a $75,000 home and managed a florist shop that grossed $200,000 in its first year.

Atlanta Partnership of Business and Education

The Atlanta Partnership is a coalition of business leaders, civic groups, institutions of higher education, and the Atlanta public schools. The goal of the Coalition is to assist students in developing school-to-work and/or school-to-college skills. Coalition efforts include sponsoring adopt-a-school programs, fostering affirmative action job placement, providing tutorial volunteer services, and supporting a program of distinguished scholars. Membership includes the Atlanta Chamber of Commerce, the Jaycees, the local PTAs, and Georgia State University, to name a few.

Pinellas Suncoast Chamber of Commerce

In an effort to provide economic education to high school students, the Pinellas Suncoast Chamber of Commerce in Florida and the Pinellas County Public Schools jointly developed a program entitled, "Educational Excellence: A Shared Commitment." The Chamber marshalled the resources of 163 volunteers, who contributed 1,500 hours of instruction, and served 89,000 students. Special emphasis was placed on the instruction of economics and the free enterprise system.

Houston Independent School District

In 1983, the Houston Independent School District engaged in more than 60 cooperative agreements with business organizations. To supplement the high school curricula, the Tenneco Oil Company flew in University of Texas professors to teach weekly geology courses. Shell Oil assisted by conducting workshops for mathematics and science teachers of gifted and talented students. Southwestern Bell conducted management techniques courses for school administrators. More than 600 business leaders contributed time and resources worth more than $500,000.

Dallas, Texas, Chamber of Commerce

Recognized by President Reagan as an example of innovative local business-education cooperation, the Dallas Chamber of Commerce's Adopt-A-School program has made a significant contribution to educational reform in Texas. As of December 1983, the Chamber's program had matched 173 of Dallas' 178 public schools with business partners. Many of the business volunteers, specifically IBM, Hewlett-Packard, Marsh and McLennan, and Texas Instruments, have supplemented school faculty and tutored students in reading, mathematics, computer programing, and language skills.

Public-Private Partnerships

Business Council for Effective Literacy

Established in January 1984, the Business Council for Effective Literacy was organized to foster greater corporate awareness of the immense national problem of adult literacy. Financed by a grant from McGraw-Hill, Inc., the new foundation will be providing technical assistance and information services to schools, libraries and educators.

Fairfax County, Virginia, Education Foundation

The Fairfax Education Foundation has marshalled the resources of the business community to support public education. Since September 1983, the Foundation has raised more that $270,000 in cash and equipment for use by the Fairfax County Public Schools. Donations are to finance grants to teachers and principals, purchase computer equipment and training, and provide training to teachers in high-technology fields. The Foundation expects to collect $750,000 in cash and equipment within the year.

New York City Partnership

Created in 1979, the New York City Partnership is a broadly based coalition dedicated to making the community a better place in which to live, work, and do business. The Partnership is focusing efforts on strengthening the link between school and work and in

securing additional corporate support for career programs. Its members include chief executive officers of Fortune 500 corporations, presidents of universities, community and labor leaders, and the Chancellor of the New York City Public Schools.

Urban Education Foundation of Philadelphia

Created in November 1983, the Urban Education Foundation of Philadelphia was established to meet the education, training, and job development needs of Philadelphia's minority community. This undertaking combined the efforts of the Provident Mutual Life Insurance Company, the White House Office of Private Sector Initiatives program, and state and federal leaders. Provident Mutual Insurance Company donated its former home office and 22 acres of surrounding property to serve as the headquarters for the Foundation. This contribution was combined with more than $7.5 million in federal and state grants. The Foundation plans to offer a wide range of educational and training courses beginning in 1985.

National School Volunteer Program

The National School Volunteer Program (NSVP) was founded in 1968 to help improve the quality of education for all children by promoting and strengthening organized school volunteer programs. To date, NSVP has provided training and leadership for 4.3 million school volunteers in the United States. Volunteers tutor children in reading, English, math, science and computer literacy, work as operating teachers to give students insights into the business world, and offer management expertise to schools throughout the country.

Further Examples of Chamber Involvement

Each of these partnerships involve the active participation of business, education, and community leaders and are based on local school needs. The following list is not comprehensive, but rather a representative sample of potential projects.

Chamber	*Type(s) of Activity*
South Shore Chamber of Commerce 36 Miller Stile Road Quincy, Massachusetts 02269 (617) 479-1111	Education Foundation
Greater Harrisburg Area Chamber of Commerce 114 Walnut Street Harrisburg, Pennsylvania 17101 (717) 232-4121	Economic Education
Pomona Chamber of Commerce 260 South Garey Avenue P.O. Box 941 Pomona, California 91769 (714) 622-1256	Adopt-A-School
Meadville Area Chamber of Commerce 898 Park Avenue P.O. Box 455 Meadville, Pennsylvania 16335 (814) 337-4231	Economic Education
Seattle Chamber of Commerce-Private Initiatives in Public Education 1200 One Union Square Sixth and University Seattle, Washington 98101 (206) 447-7244	School-to-Work Training

Chamber	*Type(s) of Activity*
Hialeah-Miami Springs Area Chamber of Commerce 59 West 5th Street Hialeah, Florida 33010 (305) 887-1515	"In-School" Chamber of Commerce
Greater Macon Chamber of Commerce 305 Coliseum Drive P.O. Box 169 Macon, Georgia 31298 (912) 741-8000	"Striving for Excellence" report
Alexandria Chamber of Commerce 801 N. Fairfax Street Suite 402 Alexandria, Virginia 22314 (703) 549-1000	Summer Economics Institute
Virginia Chamber of Commerce 611 E. Franklin Street Richmond, Virginia 23219 (804) 644-1607	Education Foundation
Jacksonville Chamber of Commerce 3 Independence [illegible] Box 329 Jacksonville, Florida 32201 (904) 353-0300	Education Task Force
Tyler Area Chamber of Commerce 407 N. Broadway P.O. Box 390 Tyler, Texas 75710 (214) 592-1661	Teacher Recognition/Business-Industry Education Day

Chamber	*Type(s) of Activity*
Greater Lawrence Chamber of Commerce 264 Essex Street Lawrence, Massachusetts 01840 (617) 686-0900	Career Guidance and Job Placement
Metropolitan Tulsa Chamber of Commerce 616 South Boston Avenue Tulsa, Oklahoma 74119 (918) 585-1201	Education Task Force

CHAPTER IV:
MORE THAT BUSINESS CAN DO

- *General Considerations: How to Start*
- *Areas of Opportunity*
- *Starting a Business-Education Partnership*
- *Special Note*

General Considerations: How to Start

As the local chamber or business leadership develops a plan to become involved in the local public schools, there are some key points which business should understand when dealing with educators.

The first consideration should be the establishment of a genuine partnership for educational improvement. The term "partnership" implies duties and responsibilities on the part of all parties—a cooperative effort. **Schools want and need partners, not patrons that critize and dictate.**

Second, *local business leaders must guard against involvement in programs that are mainly public relations efforts*. Unless the program has substance and commitment, business volunteers and educators will quickly decide not to participate. At the same time, business cannot let itself be perceived as a missionary. Schools do want help, but they must be co-partners. There is a great desire among educators to improve schools. An important part of business involvement in education is to help the educators formulate the parameters of business education cooperation for their specific situation.

Third, the local business community needs to realize that working with a school and school system will be a long-term commitment. Changes in education come over years and decades and not between quarterly reports. Business leaders must be prepared to be patient when waiting for results.

Fourth, involvement in a school partnership will require the commitment of resources. The resources may come in the form of released time for employees, surplus goods, or direct cash. Local business leaders should make every effort to calculate accurately the direct and indirect costs when they plan their participation.

Finally, when a local business becomes involved with a local school system, the business community should work from its strengths. By so doing, the chances of a successful partnership are greatly increased. It is also helpful if the first partnership with a school is relatively small-scale. If the first small projects are successful, the potential for future success, and the building of trust among the members of the partnerhip, are enhanced.

Business involvement in education cannot and will not cure all the ills of this system, nor can corporate gifts replace federal, state, and local funds. However, business can play a leadership role in getting government to make public education the quality institution this nation demands and students need. The development of local business-education partnerships is the best way to start this leadership role in each community in this country.

Areas of Opportunity

Business involvement in education is limited only by the resources and creativity available in different states and localities. There are perhaps four key areas of opportunity for business-education cooperation. They are: **(1) political action, (2) community volunteers, (3) program planning and evaluation, and (4) recognition and awards.**

Political Action. Public education remains one of the clearest examples of local democracy at work in our system of government. Local school boards face election at regular intervals and many communities still put the annual school budget before the local electorate for approval. Business leaders need to learn the politics of education and become involved in the process. At the local level, bond issues and school board elections are the two prime points of political education and activity. Business leaders may want to speak out in support of local bond issues and help identify and develop qualified local candidates for school board elections. At the state level, business leaders can play a key role by forming coalitions and working for positive changes in state laws and school financing reform. For example, business support was vital to reform efforts in Mississippi, California, Florida and North Carolina.

Supporting tax and bond referenda at the local level is the best way to ensure efficient use of taxes for education.

The business community is the first to remind the public that there are no free lunches. When appropriate, the business community may want to form and lead coalitions to support adequate financial support for quality education. Realistic efforts at educational reform deserve the political and financial leadership and

support of the business community.

Finally, the business community may want to not only bring important topics of concern to the business community and the general public before the schools, but to also exhibit leadership and concern.

Community Volunteers. Most of the recent reports on improving education have cited the low pay and often stressful working conditions for teachers. One major source of help could be for the local chamber to organize a community school volunteer program. The local chamber of commerce may provide a number of ways to enhance the school business partnership. Volunteers can be used in schools as resource personnel, tutors, teachers, or aides.

One of the most fulfilling jobs for a volunteer is to serve as a tutor for a child who is having difficulty with academic subjects. Trained tutors can not only help a child, but also a teacher who does not have the time to give ongoing individual assistance to all of the children with academic needs.

The second area of service could be through team teaching. By helping to teach a foreign language, conduct a sophisticated chemistry lab experiment, or simply discuss journalism with a writing class, business leaders can increase the effectiveness of the teachers. School volunteers can also be an excellent way to address the issues of career and economic education.

Another method of organizing volunteer assistance is to create a nonprofit foundation to raise funds to help schools with special projects. Such a foundation could open the door for small businesses to contribute limited funds into a pool that would be large enough to be effective.

Often, the skills of business people are needed by school systems to improve non-educational program management. For example, the Pittsburgh Chamber of Commerce assisted in a study of purchasing practices and procedures for the city school system. The report was well-received to the point that representatives from the local business community are helping the school system implement the recommendations.

Volunteering for school assistance does not mean that business people should take time out to be hall monitors or do bus duty or similar tasks. There has to be a matching of the volunteers' skills to the schools' needs. At the same time, volunteers cannot expect to be warmly embraced by a school system at the first instance. They must "sell" their skills as complementary to those of the educational professionals who are entrusted, and licensed, to teach the young people. Well-meaning volunteers may find that their services are not wanted in the classroom as instructors. However, they may be needed to help a teacher set up a particular program; provide specialized knowledge, equipment or demonstrations; or serve as an informal career counselor. Teachers cannot be expected to just turn over a class, but they do need assistance from business people with new and different resources.

On the other side of volunteering, teachers and their administrators must learn that a business-education partnership should be more than merely expecting a check or a piece of modern equipment, as a donation. Business people can impress and contribute to the education of young people far more by personal involvement than by just sending money.

Planning and Management Programs. If there is one area in which educators may welcome assistance, it is in planning and management of programs. In many areas in this country, the school administrators are the largest employers. As such, some have budgets, personnel, and facilities that rival their private sector counterparts. Most would readily accept the opportunity to compare and cooperate with local business leaders in discussing various management techniques, procedures, forms, and computer technology. By sharing expertise, the process of improving local schools becomes an active public-private partnership.

A mutually respectful procedure may be to create a joint local committee or task force on education issues. In this way, business leaders and local school officials can review current educational goals, design appropriate programs of work, and later review progress in meeting these goals. The idea is not to embarrass either

local school officials or business leaders, but rather to offer a forum for the discussion of mutual needs and concerns.

Recognition and Awards. Finally, local business leaders can develop a program to encourage excellence among students, teachers, and administrators. For example, in Mississippi, the state chamber (Mississippi Economic Council) has for several years highlighted examples of educational excellence in their state. Nominations are actively sought to identify outstanding achievements by both students and teachers and are recognized on a competitive basis.

Effective managers have long known the value of recognition in motivating their employees. For school administrators, being appointed to a civic board may be sufficient recognition. A corporation may wish to hire outstanding vocational education teachers as summer interns to allow them to get a better understanding of the current state of the art in emerging manufacturing technologies. The key is for local business leaders to lead the way in showing an understanding and appreciation for excellence in all the contributors to educational achievement.

Starting A Business-Education Partnership

The following is a suggested list of points of discussion for business leaders interested in assisting local schools. Interested groups, from both business and education, may want to form working committees and/or task forces to review these points as a starting point for cooperation.

1. *What can we do to better assist non-college bound students?*

   Most high school graduates (54 percent) do not attend college. They must be better prepared for when they enter the work force, remain in the community, become taxpayers and future employees.

   Action Items:

   - Establish employment orientation courses covering such topics as developing a resume, job interviewing skills, proper grooming and dressing habits, and the work ethic.
   - Work with guidance counselors to identify local employ-

ment opportunities.

- Provide work-study and cooperative education opportunities for vocational and technical education students.
- Establish an award and recognition program for student leaders.

2. *What can we do to serve students with special needs—ranging from gifted and talented students to motivating the underachievers?*

Many students lack the proper motivation needed to stimulate and enhance educational achievement. In some cases these students can be effectively motivated by contributions from the business community.

Action Items:

- Establish academic enrichment courses, possibly instructed by business leaders, in mathematics, science, and computers to name a few.
- Create an education foundation that targets funds to "special needs" projects.
- Offer expanded workstudy and cooperative education programs.
- Establish a partnership with a "special needs" program.
- Establish an awards and recognition program for students and volunteer leaders.

3. *How can we work together to ensure funding needed for turning priorities into programs?*

Historically, the solutions to the problems in education have always called for more money, which is not enough by itself. It is time to more efficiently identify and allocate educational resources, from all sources and at all levels of government.

Action Items:

- Work with community leaders to reestablish local education priorities.
- Support a campaign of community awareness of the needs of public education.
- Support local school board candidates who are responsive

to, and reflective of, business concerns.

- Work with statewide coalitions to influence education budget allocations, referenda, and elections.

4. *How do we assist the school system in rewarding and encouraging superior performance in teaching?*

   A number of national education reports have called for significant changes in the methods used to recruit, train, and compensate teachers. In order to attract and retain superior teachers, there must be a comprehensive set of compensation and professional enrichment incentives.

   Action Items:

   - Support salary increases for outstanding teaching performance.
   - Offer or support programs for scholarships, internships, and summer employment.
   - Develop award and recognition programs.

5. *How do we make the business skills in the community available to the school system?*

   Public and private sector managers face many of the same personnel, financial, and organizational problems. A cross-fertilization of successful practices and procedures could result in better business-education relations and cost savings to all.

   Action Items:

   - Establish a peer match program with local business and education leaders.
   - Create a study group to review possible joint ventures (i.e., sharing equipment and the purchase of equipment and supplies).
   - Establish an award and recognition program to single out innovative management practices and cost savings.

The above set of questions and action items is by no means comprehensive or is it tailored to specific local conditions. Rather,

this section is designed to provide business leaders with a set of "icebreaker" questions that can be used in opening a dialogue with local education leaders. We would suggest that the greatest emphasis be placed on assisting and meeting the needs of the local students. Once the process of assessing local educational needs is completed and a plan of action is developed, the true benefits of educational reform will be realized—*better educated students.*

Special Note:

Readers are encouraged to contact the individuals and organizations listed in this report to secure specific information on state and local business-education partnerships. Further questions regarding this report can be directed to:

Robert L. Martin
Chamber of Commerce of
the United States
1615 H Street, N.W.
Washington, D.C. 20062
(202) 463-5533

APPENDIX A

USEFUL CONTACTS

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, Colorado 80295
(303) 830-3620
Contact: Robert Andringa, Executive Director

Private Sector Initiatives
Partnerships in Education
The White House
Room 134
Washington, D.C. 20500
(202) 456-6676
Contact: James K. Coyne, Special Assistant to the President

National School Volunteer Program
Suite 320
701 North Fairfax Street
Alexandria, Virginia 22314
(703) 836-4880
Contact: Daniel W. Merenda, Executive Director

American Council of Life Insurance
Company-School Collaboration Project
American Council of Life Insurance
1850 K Street, N.W.
Washington, D.C. 20006
(202) 862-4000
Contact: Eve Katz, Project Director

National Commission on Excellence in Education
U.S. Department of Education
Room 222
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-7920
Contact: Milton Goldberg, Executive Director

Northeast Regional Exchange
34 Littleton Road
Chelmsford, Massachusetts 01824
(617) 256-3987
Contact: J. Lynn Griesemer, Executive Director

Council on Foundations
1828 L Street, N.W.
Washington, D.C. 20036
(202) 466-6512
Contact: Mary K. Leonard, Director, Precollegiate Education Program

Council of Chief State School Officers
Suite 379
400 North Capitol Street, N.W.
Washington, D.C. 20001
(202) 393-8164
Contact: William Pierce, Executive Director

American Association of School Administrators
1801 North Moore
Arlington, Virginia 22209
(703) 528-0700
Contact: Paul B. Salmon, Executive Director

National School Boards Association
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1055 Thomas Jefferson Street, N.W.
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(703) 838-6703
Contact: Thomas A. Shannon, Executive Director

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1221 Avenue of the Americas
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(212) 512-2477
Contact: Sam Lacey, Executive Vice President

Business-Higher Education Forum
One DuPont Circle
Suite 825
Washington, D.C. 20036
(202) 833-4716
Contact: Alan H. Magazine, Director

Committee for Economic Development
1700 K Street, N.W.
Washington, D.C. 20006
(202) 296-5860
Contact: Nathaniel M. Semple, Vice President

Institute for Educational Leadership
Suite 310
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 822-8405
Contact: Michael D. Usdan, President

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5335 Far Hills Avenue
Dayton, Ohio 45429
(513) 434-7300

Contact: Keith Melville, Editor-in-Chief

National Association of State Boards of Education
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701 North Fairfax Street
Alexandria, Virginia 22314
(703) 684-4000
Contact: Phyllis L. Blaunstein, Executive Director

National Parent-Teacher Association
700 North Rush Street
Chicago, Illinois 60611
(312) 787-0977
Contact: Elaine Stienkemeyer, President

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7350
Contact: Sharon P. Robinson, Director, Instructional and Professional Development

American Vocational Association
2020 North 14th Street
Arlington, Virginia 22201
(703) 522-6121
Contact: Gene Bottoms, Executive Director

Educational Research Service
1800 North Kent Street
Arlington, Virginia 22209
(703) 243-2100
Contact: Glen Robinson, President

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
(202) 457-0040
Contact: William Kolberg, President

APPENDIX E

Student Performance (Scholastic Aptitude Test (SAT) and Percentage of Graduates) by State 1972-1982

State	Year	SAT Score	Rank out of 22	% of H.S. Senior Taking Test	Score Change	Graduate Rate	Rank out of 51
California	1982	899	4.0	38.4	−58.0	68.9	39.0
	1972	957	2.0	31.6		79.9	22.0
*Connecticut	1982	896	6.5	69.0	−49.0	71.2	37.0
	1972	945	4.0	70.7		83.4	12.0
Delaware	1982	897	5.0	49.3	−46.0	81.8	9.0
	1972	943	5.0	57.2		78.0	29.0
District of Columbia	1982	821	21.0	53.4	18.0	55.8	50.0
	1972	803	22.0	66.2		54.8	51.0
Florida	1982	889	9.5	37.5	−52.0	65.4	46.0
	1972	941	6.0	26.8		72.1	39.0
Georgia	1982	823	20.0	49.0	−11.0	N.A.	N.A.
	1972	834	20.0	55.0		64.8	49.0
Hawaii	1982	857	18.0	47.3	−64.0	84.2	4.0
	1972	921	14.5	52.9		89.1	4.0
Indiana	1982	860	17.0	47.0	−46.0	76.9	21.0
	1972	906	18.0	50.4		76.1	34.0
Maine	1982	890	8.0	46.5	−41.0	72.1	34.0	
	1972	931	11.0	44.2		80.9	18.0
Maryland	1982	889	9.5	50.3	−47.0	75.6	24.0
	1972	936	8.0	[illegible]		80.2	21.0
Massachusetts	1982	888	11.5	65.6	−45.0	75.9	23.0
	1972	933	10.0	68.2		77.9	30.0
New Hampshire	1982	925	1.0	56.2	−47.0	78.3	13.0
	1972	972	1.0	52.1		80.7	19.0
New Jersey	1982	869	15.0	64.7	−47.0	78.1	15.0
	1972	916	17.0	71.3		79.7	23.0
New York	1982	896	6.5	61.6	−59.0	66.3	45.0
	1972	955	3.0	60.2		74.7	36.0
North Carolina	1982	827	19.0	46.6	−22.0	68.4	41.0
	1972	849	19.0	47.4		68.6	46.0
Oregon	1982	908	2.0	41.7	−30.0	71.7	35.0
	1972	938	7.0	39.8		79.2	26.0
Pennsylvania	1982	885	13.0	51.4	−41.0	78.8	12.0
	1972	926	13.0	55.2		85.0	8.0
Rhode Island	1982	877	14.0	60.7	−50.0	72.9	31.0
	1972	927	12.0	59.6		81.1	16.0
South Carolina	1982	790	22.0	49.2	−33.0	64.3	47.0
	1972	823	21.0	50.0		69.2	44.0
Texas	1982	868	16.0	32.4	−53.0	68.2	42.0
	1972	924	14.5	32.2		70.2	43.0
Vermont	1982	904	3.0	54.3	−31.0	77.7	16.0
	1972	935	9.0	50.5		70.9	41.0
Virginia	1982	888	11.5	51.0	−31.0	75.0	27.0
	1972	919	16.0	54.3		76.4	33.0
U.S. AVERAGE	1982	893			−44.0	72.8	
	1972	937				77.2	

Source: U.S. Department of Education, Office of Planning Budget, and Evaluation, "State Education Statistics," Washington, D.C., January, 1984.

APPENDIX C

Student Performance (Scholastic Aptitude Test (ACT) and Percentage of Graduates) by State 1972-1982

State	Year	ACT Score	Rank out of 22	% of H.S. Senior Taking Test	Score Change	Graduate Rate	Rank out of 51
Alabama	1982	17.2	26.0	55.2	−1.1	67.1	43.0
	1972	18.3	25.5	49.6		65.4	48.0
Alaska	1982	18.7	13.5	31.4	−0.9	71.0	35.0
	1972	19.6	15.5	33.6		79.3	43.0
Arizona	1982	18.3	13.5	41.2	−0.6	72.4	33.0
	1972	19.3	17.5	35.5		73.8	37.0
Arkansas	1982	17.7	20.0	56.5	−0.9	74.7	30.0
	1972	18.6	22.0	40.4		68.9	45.0
Colorado	1982	19.6	5.0	66.7	−0.3	76.3	22.0
	1972	19.9	11.5	50.2		84.8	9.0
Idaho	1982	18.9	10.5	55.3	−1.0	76.9	19.0
	1972	19.9	11.5	45.2		84.7	10.0
Illinois	1982	18.6	16.0	67.4	−1.2	74.8	28.0
	1972	19.8	13.0	62.1		78.0	28.0
Iowa	1982	20.3	2.0	54.6	−1.7	85.8	3.0
	1972	22.0	1.0	49.0		89.8	3.0
Kansas	1982	18.9	10.5	60.8	−1.1	80.9	11.0
	1972	20.0	9.5	55.2		82.8	15.0
Kentucky	1982	17.5	23.5	53.7	−0.9	66.9	44.0
	1972	18.4	23.5	45.1		70.4	42.0
Louisiana	1982	16.7	27.0	60.8	−1.3	64.0	48.0
	1972	18.0	27.0	56.7		66.5	47.0
Michigan	1982	16.7	13.5	51.4	−0.4	72.7	32.0
	1972	19.1	19.0	24.4		81.0	67.0
Minnesota	1982	20.2	3.0	26.9	−1.2	89.2	1.0
	1972	21.4	2.0	44.3		91.5	1.0
Mississippi	1982	15.5	28.0	74.5	−0.8	63.0	49.0
	1972	16.3	28.0	76.5		57.6	50.0
Missouri	1982	18.7	13.5	45.2	−1.4	75.4	25.0
	1972	20.1	8.0	21.1		77.5	31.0
Montana	1982	19.5	6.0	49.3	−1.6	82.2	8.0
	1972	21.1	3.0	46.5		79.0	27.0
Nebraska	1982	19.9	4.0	72.8	−0.7	83.6	6.0
	1972	20.6	6.0	27.1		85.9	7.0
Nevada	1982	18.3	18.0	44.5	−1.0	75.3	26.0
	1972	19.3	17.5	51.3		75.0	35.0
New Mexico	1982	17.6	21.5	56.6	−0.8	71.6	36.0
	1972	18.4	23.5	51.2		76.9	32.0
North Dakota	1982	17.8	19.0	64.6	−1.8	87.5	2.0
	1972	19.6	15.5	67.3		89.0	6.0
Ohio	1982	19.0	9.0	49.2	−1.0	77.5	18.0
	1972	20.0	9.5	35.2		80.3	20.0
Oklahoma	1982	17.6	21.5	51.4	−1.1	77.6	17.0
	1972	18.7	21.0	58.4		79.3	24.0
South Dakota	1982	19.1	8.0	61.9	−1.5	83.9	5.0
	1972	20.6	6.0	55.0		90.5	2.0
Tennessee	1982	17.5	23.5	56.3	−0.8	68.9	40.0
	1972	18.3	25.5	52.8		72.4	38.0
Utah	1982	18.4	17.0	66.4	−1.3	81.4	10.0
	1972	19.7	14.0	62.5		83.3	13.0
West Virginia	1982	17.4	25.0	48.4	−1.4	74.8	29.0
	1972	18.8	20.0	43.4		71.9	40.0
Wisconsin	1982	20.4	1.0	32.0	−0.3	83.4	7.0
	1972	20.7	4.0	40.7		89.1	5.0
Wyoming	1982	19.2	7.0	51.8	−1.4	78.3	14.0
	1972	20.6	6.0	53.8		85.1	14.0
U.S. AVERAGE	1982	18.4			−0.7	72.8	
	1972	19.1				77.2	

Source: U.S. Department of Education, Office of Planning Budget, and Evaluation, "State Education Statistics," Washington, D.C., January, 1984.

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APPENDIX D

Resources Allocated for Education (Per Pupil Expenditures—by State) 1972-1982

State	Year	Expenditure	Rank out of 51	State	Year	Expenditure	Rank out of 51
Alabama	1982	1835	46.5	Montana	1982	2727	13.0
	1972	543	50.0		1972	N.A.	N.A.
Alaska	1982	5369	1.0	Nebraska	1982	2445	21.0
	1972	1441	2.0		1972	856	29.0
Arizona	1982	2305	26.0	Nevada	1982	2069	35.0
	1972	911	22.0		1972	917	21.0
Arkansas	1982	1713	50.0	New Hampshire	1982	2256	28.0
	1972	601	49.0		1972	847	32.0
California	1982	2427	22.0	New Jersey	1982	3285	4.0
	1972	932	20.0		1972	1219	4.0
Colorado	1982	2708	15.0	New Mexico	1982	2178	33.0
	1972	905	23.0		1972	849	31.0
Connecticut	1982	2683	17.0	New York	1982	3769	2.0
	1972	1110	7.0		1972	1466	1.0
Delaware	1982	3125	6.0	North Carolina	1982	2033	36.0
	1972	1097	8.0		1972	695	43.0
District of Columbia	1982	3441	3.0	North Dakota	1982	2002	40.5
	1972	1063	11.0		1972	740	38.0
Florida	1982	2276	27.0	Ohio	1982	2321	25.0
	1972	861	28.0		1972	871	25.0
Georgia	1982	1721	49.0	Oklahoma	1982	2237	30.0
	1972	788	23.0		1972	686	44.0
Hawaii	1982	2604	20.0	Oregon	1982	3130	5.0
	1972	1020	13.5		1972	979	17.0
Idaho	1982	1878	44.0	Pennsylvania	1982	2841	11.0
	1972	732	39.0		1972	1073	9.0
Illinois	1982	2720	14.0	Rhode Island	1982	2996	9.0
	1972	986	16.0		1972	1023	12.0
Indiana	1982	2008	39.0	South Carolina	1982	1926	43.0
	1972	837	34.0		1972	700	42.0
Iowa	1982	2343	24.0	South Dakota	1982	2016	37.0
	1972	970	18.0		1972	796	35.0
Kansas	1982	2251	29.0	Tennessee	1982	1831	48.0
	1972	854	30.0		1972	659	45.0
Kentucky	1982	1835	46.5	Texas	1982	2012	38.0
	1972	650	46.5		1972	650	46.5
Louisiana	1982	2002	40.5	Utah	1982	1842	45.0
	1972	867	26.0		1972	707	41.0
Maine	1982	1985	42.0	Vermont	1982	2365	23.0
	1972	793	36.0		1972	1232	3.0
Maryland	1982	2998	7.0	Virginia	1982	2193	32.0
	1972	962	19.0		1972	875	24.0
Massachusetts	1982	2964	10.0	Washington	1982	2679	18.0
	1972	1020	13.5		1972	866	27.0
Michigan	1982	2652	19.0	West Virginia	1982	2173	34.0
	1972	1175	5.0		1972	713	40.0
Minnesota	1982	2698	16.0	Wisconsin	1982	2759	12.0
	1972	1134	4.0		1972	1069	10.0
Mississippi	1982	1685	51.0	Wyoming	1982	2997	8.0
	1972	634	48.0		1972	1001	15.0
Missouri	1982	2197	31.0	U.S. AVERAGE	1982	2473	22.3
	1972	845	33.0		1972	934	20.7

Source: U.S. Department of Education, Office of Planning Budget, and Evaluation, "State Education Statistics," Washington, D.C., January, 1984.

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APPENDIX E

FEDERAL EDUCATION PROGRAMS

- *Compensatory Education For Disadvantaged Children (Chapter 1 of the Education Consolidation and Improvement Act of 1981).* Provides funds to local school districts for supplementary educational and related services to educationally disadvantaged children. Federal funds are directed to service handicapped, migratory, and neglected or delinquent children. For 1982-83, between 4.5 million and 5.5 million children were served by this program with budget outlays for 1983 of $3.1 billion.

- *Block Grants For Improving School Programs (Chapter 2 of the Education Consolidation and Improvement Act of 1981).* Provides funds to state and local education agencies that may be expended for more than 40 educational activities previously authorized by programs consolidated into the block grant. Allowable activities include basic skills development, educational improvement and support services, and special projects at the secondary and elementary level. All children aged five to 17 (44.8 million) are eligible to participate. Federal outlays for 1983 were $480 million.

- *Bilingual Education (Title VII of the Elementary and Secondary Education Act of 1965, as amended by P.L. 90-247).* Provides funds to local school districts for education programs to address the academic problems of limited English-speaking school-aged students. Federal estimates are that more than 200,000 students, 133 universities, and 19 bilingual education service centers participate in this program. Federal outlays for 1983 were $134 million.

- *Impact Aid (P.L. 874).* Provides financial aid to local school districts where actions by the federal government have caused a financial burden on the local school district. This burden can take the form of a sudden influx of students due to the opening of a federal facility or the removal of land from the local taxbase for use as a federal facility. Federal estimates are that 4,000 public school districts, representing approximately 2.3 million students participated in this program. Federal outlays for 1983 were $460 million.

- *Education of the Handicapped: (State Grant Programs of the Handicapped Education Act, part B, as amended by P.L. 94-142).* Provides funds to state governments to ensure that every handicapped child, aged three to 21, receives appropriate public education in the least restrictive educational setting. Federal estimates are that more than four million students participated in this program. Federal outlays for 1983 were $970 million.

- *Vocational Education (Vocational Education Act of 1963).* Provides funds to state and local vocational education boards to offer career and occupational training programs. Federal estimates are that 16.5 million students participated in these programs. Federal outlays for 1983 were $732 million.

Higher Education Programs

- *Pell Grants (Title IV-A, Subpart 1, Higher Education Act of 1965).* Provides funds for post-secondary student aid based upon financial need, with eligibility for an award determined by a federally established need analysis system. Federal estimates are that 2.5 million students participated in this program. Federal outlays for 1983 were $2.4 billion.

- *Guaranteed Student Loans (Title IV, Part B, Higher Education Act of 1965).* Provides funds for post-secondary student loans that are federally guaranteed and subsidized. Financial need must be demonstrated if annual family income exceeds $30,000. Federal estimates are that 2.6 million new loans were made in 1983. Federal outlays for 1983 were $3.1 billion.

- *College Work Study (Title IV, part C, Higher Education Act of 1965).* Provides funds to stimulate and promote part-time work for post-secondary students who need employment to attend college. Federal estimates are that 990,000 students participated in this program for the 1981-82 academic year. Federal outlays for 1983 were $590 million. "Impact of Budget Changes in Major Education Programs During the Reagan Administration," Congressional Research Service, July 19, 1983.

APPENDIX F

Average Annual Salary of Classroom Teachers (K-12)
(1960-1982)

School year	All teachers	Elementary teachers	Secondary teachers
1959-60	$ 4,995	$ 4,815	$ 5,276
1961-62	5,515	5,340	5,775
1963-64	5,995	5,805	6,266
1965-66	6,485	6,279	6,761
1967-68	7,423	7,208	7,692
1969-70	8,635	8,412	8,891
1970-71	9,269	9,021	9,568
1971-72	9,705	9,424	10,031
1972-73	10,176	9,893	10,507
1973-74	10,778	10,507	11,077
1974-75	11,690	11,334	12,000
1975-76	12,591	12,282	12,947
1976-77	13,352	12,988	13,776
1977-78	14,207	13,860	14,611
1978-79	15,022	14,664	15,441
1979-80	15,951	15,556	16,434
1980-81	17,597	17,204	18,071
1981-82	19,142	18,679	19,712

Source: U.S. Department of Education, National Center for Education Statistics, Washington, D.C., "Digest of Education Statistics," p. 54.

APPENDIX G

Federal, State and Local Expenditures for Education
(1960-1981)

	Percentage Distribution			
School year	Federal	State	Local	Total
1959-60	4.4	39.1	56.5	100.00
1965-66	7.9	39.1	53.0	100.00
1971-72	8.9	38.3	52.8	100.00
1975-76	8.9	44.6	46.5	100.00
1977-78	9.4	43.0	47.6	100.00
1979-80	9.8	46.8	43.4	100.00
1980-81	9.3	47.4	43.3	100.00

Source: U.S. Department of Education, National Center for Education Statistics, Washington, D.C., "Digest of Education Statistics," p. 77.

APPENDIX H

Projected Employment Opportunities (1980-1990)

Occupational Group	1980	1990	
		Low	High
		(in thousands)	
Total	102,107	119,591	[illegible],908
White-collar workers	51,436	60,755	64,752
Professional and technical workers	16,395	19,662	20,728
Managers and administrators	9,355	10,563	11,344
Sales workers	6,822	8,112	8,763
Clerical workers	18,864	22,418	23,917
Blue-collar workers	32,435	37,540	40,497
Craft workers	12,369	14,567	15,756
Operatives, except transport	10,679	12,151	13,166
Transport operatives	3,528	4,153	4,430
Nonfarm laborers	5,850	6,668	7,145
Service workers	15,547	19,103	20,234
Private household workers	998	981	993
Other service workers	14,559	18,123	19,241
Farm workers	2,689	2,193	2,426

Source: U.S. Department of Labor, "Occupational Outlook Quarterly," Washington, D.C., Spring 1982.

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